

## Section 4

# EVENT RULES

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# APPLIED TECHNOLOGY

Applied Technology, an *individual* or *team* event, recognizes participants who develop a project using *technology* that addresses a concern related to family and consumer sciences and/or related occupations and integrates and applies *content* from academic subjects. Participants must prepare a *portfolio* and an **oral presentation**.

## EVENT CATEGORIES

**Junior:** through grade 9

**Senior:** grades 10-12

**Occupational:** grades 10-12

See pages 8 and 20 for more information on event categories and number of entries per chapter.

## ELIGIBILITY

1. A chapter may enter each category of this event.
2. Participation is open to any regional, state and nationally affiliated FCCLA chapter member (December 20 postmark deadline). State STAR Events participants must register for the State Leadership Conference.
3. The Applied Technology project must be developed and completed within a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Meeting.
4. The Applied Technology project and all supporting materials must be planned, conducted, and prepared by the participant(s) only.

## PROCEDURES & TIME REQUIREMENTS

1. Each entry will submit a *portfolio* to the event room consultant at the designated participation time.
2. Room consultants and evaluators will have 15 minutes to preview the *portfolio* before the presentation begins.
3. Participant(s) will have 15 minutes to set up for the event. Other persons may not assist.
4. The oral presentation **may be up to** 15 minutes in length. A one-minute warning will be given at 14 minutes. Participant(s) will be stopped at 15 minutes.
5. If audio or audiovisual recordings are used, they are limited to 5 minutes playing time during the presentation. *Visual equipment*, with no audio, may be used during the entire presentation.
6. Following the presentation, evaluators will have 5 minutes to interview participant(s).
7. Evaluators will use the rating sheet to score and write comments for participant(s). Then evaluators will meet with the participants to discuss strengths and suggestions for improvement.
8. The total time required for this event is approximately one hour.

## GENERAL INFORMATION

1. A table will be provided. Participant(s) may request or bring a screen and easel. Additional equipment may be requested but may not be available. Participants should confirm equipment requests prior to STAR Events. If not available, participants must bring all other necessary supplies and/or equipment. Wall space will not be available.
2. Electrical outlets must be requested through the STAR Events entry form. Extension cords and power strips are not provided.
3. Spectators may not observe any portion of this event. If circumstances allow, the portfolio may be available for viewing at a designated time, per the discretion of the regional or state STAR Events coordinator.
4. *Manuals*, scrapbooks and photo albums are not allowed in this event.
5. *Stacking/overlapping* is not allowed in the *portfolio*.
6. Internet connections will **not** be provided.
7. Words in *italics* are defined in the glossary.
8. See Allowable Presentation Elements chart on page 9.

## APPLIED TECHNOLOGY SPECIFICATIONS

### PORTFOLIO

The *portfolio* is a collection of materials used to document and illustrate the work of the project. Materials must be contained in an FCCLA STAR Events binder/notebook obtained from the national FCCLA emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *divider pages* and tabs, must fit within the cover. The binder/notebook must contain no more than 34 pages: 1 *project identification page*, 1 table of contents page, 1 *planning process* summary page, 0-6 *divider pages*, and up to 25 *content pages* including the documents listed below. *Divider pages* may be tabbed and may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers, they must not include any other *content*. All pages must be one-sided only. All pages except *divider pages* must be 8½” by 11”. *Stacking/overlapping* is not allowed in the *portfolio*. The *portfolio* will be turned in to the room consultant at the designated participation time.

|  |  |
|--|--|
| <i>Project Identification Page</i>           | One 8½” x 11” page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participants’ name(s), chapter name, school, city, state, region and project title. *For national STAR Events, use Central Region.   |
| FCCLA <i>Planning Process</i>                | One 8 ½” x 11” summary page of how each step of the <i>planning process</i> was used to plan and implement the project; use of the <i>planning process</i> may also be described in the oral presentation.   |
| Relationship to Family and Consumer Sciences | Describe relationship of project content to family and consumer sciences and/or related occupations.   |
| Evidence of Research                         | Document background research and current data supporting project concern.  |
| Evidence of Problem-Solving Skills           | Document problem-solving skills including examining alternative solutions and possible consequences for each solution, justifying a final solution, and evaluation.  |
| Evidence of <i>Technology</i> Used           | Use <i>technology</i> to develop a project that addresses a concern related to family and consumer sciences, and develop materials to document project. Examples of <i>technology</i> include, but are not limited to, computer applications, audio or video production, multimedia, CD-ROMs, slides, and photography. Hard copies/pictures must be included in <i>portfolio</i> . |
| Evidence of Applied Academics                | Describe the method for integrating and applying <i>content</i> from academic subjects. Academic <i>content</i> may include subject matter from English, math, science and/or social sciences.   |
| Works Cited/ <i>Bibliography</i>             | Use an organized, consistent format to cite all references in alphabetical order. Resources should be reliable and current.  |
| Appearance                                   | <i>Portfolio</i> must be neat, legible, and <i>professional</i> and use correct grammar and spelling.  |

## APPLIED TECHNOLOGY SPECIFICATIONS

### Oral Presentation

The oral presentation **may be up to** 15 minutes in length and is delivered to evaluators. The presentation should explain the specifics of the project. The presentation may not be prerecorded. If audio or *audiovisual equipment* is used, it is limited to 5 minutes playing time during the presentation. *Visual equipment*, with no audio, may be used throughout the oral presentation. Participants may use any combination of *props*, materials, supplies and/or equipment to demonstrate how to carry out the project.

|                                    |  |
|------------------------------------|--|
| Organization                       | Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.  |
| Knowledge of Subject Matter        | Show evidence of current data and knowledge of trends in <i>technology</i> and its application to family and consumer sciences related concerns.   |
| How <i>Technology</i> was Used     | Describe the use of <i>technology</i> to develop the project. Examples of <i>technology</i> include, but are not limited to, computer applications, audio or video production, multimedia, CD-ROMs, slides, and photography. |
| Voice                              | Speak clearly with appropriate pitch, tempo and volume.  |
| Body Language                      | Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used.  |
| Grammar and Pronunciation          | Use proper grammar and pronunciation.  |
| Responses to Evaluators' Questions | Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.  |

# STAR EVENTS POINT SUMMARY FORM

## APPLIED TECHNOLOGY

Category: ☐ Junior ☐ Senior ☐ Occupational Chapter \_\_\_\_\_

Name(s) of Participant(s) \_\_\_\_\_ Region \_\_\_\_\_

### Directions:

1. Before student presentation, room consultant must check participants' *portfolio* using the criteria and standards in the guidelines. If there is a discrepancy **under or over** the required number of items, record in the comment section and notify event lead consultant to verify point deductions.
2. At the conclusion of presentation, staple this form in front of the completed rating sheets.

### Evaluators' Scores

Evaluator 1 \_\_\_\_\_ Initials \_\_\_\_\_

Evaluator 2 \_\_\_\_\_ Initials \_\_\_\_\_

Evaluator 3 \_\_\_\_\_ Initials \_\_\_\_\_

**Total Score** \_\_\_\_\_ **divided by number of evaluators = Average Score** \_\_\_\_\_

| CRITERIA   | STANDARDS AND PENALTY POINTS   | POINT DEDUCTION | COMMENTS |
|--|--|-----------------|----------|
| <b>PORTFOLIO</b>   |  |                 |          |
| 0-6 <i>divider pages</i><br><br>Up to 25 <i>content pages</i><br>(one-sided) | Failure to follow page rules for portfolio will result in the loss of two points per additional page and/or page that does not follow the rules for <i>stacking/overlapping</i> not to exceed 10 points.   |                 |          |
| <b>ADDITIONAL CRITERIA</b>   |  |                 |          |
|  | Failure to attend participant registration will result in the loss of 5 points per individual. (Not applicable at state events).<br><br>Failure to follow specific event guidelines not listed in any other criteria may result in additional point deductions, not to exceed 10 points. |                 |          |
|  | Total Deduction<br>Maximum of 10 points  |                 |          |

**Final Score:** \_\_\_\_\_

Average Score minus point deduction(s)

**Rating achieved** (circle one) Gold: 90-100 Silver: 70 – 89.99 Bronze: 1-69.99

Verification of final score and rating (please initial) Evaluator 1 \_\_\_\_\_ Evaluator 2 \_\_\_\_\_ Evaluator 3 \_\_\_\_\_

Adult Room Consultant \_\_\_\_\_ Event Lead Consultant \_\_\_\_\_

## APPLIED TECHNOLOGY RATING SHEET

Name(s) of Participant(s) \_\_\_\_\_ Region \_\_\_\_\_

Category: ☐ Junior ☐ Senior ☐ Occupational Chapter \_\_\_\_\_

**INSTRUCTIONS:** Fill in the correct score bubble. Write the appropriate rating in the “Score” column. Write comments on the back of the rating sheet. Comments should help participants identify their strengths and areas for improvement. Record total points. Verify point total and initial.

| Evaluation Criteria                          | Poor  | Fair | Good | Very Good | Excellent | Score |
|--|-------|------|------|-----------|-----------|-------|
| <b>PORTFOLIO</b>                             |       |      |      |           |           |       |
| Project identification page                  | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| FCCLA Planning Process Summary Page          | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| Relationship to Family and Consumer Sciences | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| Evidence of Research                         | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| Evidence of Problem-Solving Skills           | Ⓐ ① ② | ③ ④  | ⑤ ⑥  | ⑦ ⑧       | ⑨ ⑩       |       |
| Evidence of Technology Used                  | Ⓐ ① ② | ③ ④  | ⑤ ⑥  | ⑦ ⑧       | ⑨ ⑩       |       |
| Evidence of Applied Academics                | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| Works Cited/Bibliography                     | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| Appearance                                   | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| <b>ORAL PRESENTATION</b>                     |       |      |      |           |           |       |
| Organization                                 | Ⓐ ① ② | ③ ④  | ⑤ ⑥  | ⑦ ⑧       | ⑨ ⑩       |       |
| Knowledge of Subject Matter                  | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| How Technology was Used                      | Ⓐ ① ② | ③ ④  | ⑤ ⑥  | ⑦ ⑧       | ⑨ ⑩       |       |
| Voice  | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| Body Language                                | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| Grammar and Pronunciation                    | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| Responses to Evaluators' Questions           | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |

**Total Score** \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Room Consultant Verification of Total Score \_\_\_\_\_

# CAREER INVESTIGATION

Career Investigation, an *individual event*, recognizes participants for their ability to perform self-assessments, research and explore a career, set career goals, create a plan for achieving goals, and describe the relationship of family and consumer sciences coursework to the selected career. Participants must prepare a ***portfolio*** and an **oral presentation**.

## EVENT CATEGORIES

**Junior:** through grade 9

**Senior:** grades 10-12

See pages 8 and 20 for more information on event categories and number of entries per chapter.

## ELIGIBILITY

1. A chapter may enter each category of this event.
2. Participation is open to any *comprehensive* regional, state and nationally affiliated FCCLA chapter member (December 20 postmark deadline). State STAR Events participants must register for the State Leadership Conference.
3. The Career Investigation project must be developed and completed within a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Meeting.
4. The Career Investigation project and all supporting materials must be planned, conducted, and prepared by the participant only.

## PROCEDURES & TIME REQUIREMENTS

1. Each participant will submit a *portfolio* to the event room consultant at the designated participation time.
2. Room consultants and evaluators will have 15 minutes to preview the *portfolio* before the presentation begins.
3. Participants will have 5 minutes to set up for the event. Other persons may not assist.
4. The oral presentation **may be up to** 10 minutes in length. A one-minute warning will be given at 9 minutes. The participant will be stopped at 10 minutes.
5. Following the presentation, evaluators will have 5 minutes to interview participant.
6. Evaluators will use the rating sheet to score and write comments for each participant. Then evaluators will meet with the participant to discuss strengths and suggestions for improvement.
7. The total time required for this event is approximately 40 minutes.

## GENERAL INFORMATION

1. A table will be provided.
2. Participants may request or bring an easel.
3. Spectators may not observe any portion of this event. If circumstances allow, the portfolio may be available for viewing at a designated time, per the discretion of the regional or state STAR Events coordinator.
4. *Visuals* other than the *portfolio* are not allowed in this event.
5. *Stacking/overlapping* is not allowed in the *portfolio*.
6. Words in *italics* are defined in the glossary.
7. See Allowable Presentation Elements chart on page 9.

## CAREER INVESTIGATION SPECIFICATIONS

### PORTFOLIO

The *portfolio* is a collection of materials used to document and illustrate the work of the project. Materials must be contained in an FCCLA STAR Events binder/notebook obtained from the national FCCLA emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *divider pages* and tabs, must fit within the cover. The binder/notebook must contain no more than 35 pages: 1 *project identification page*, 1 table of contents page, 1 *planning process* summary page, 0-7 *divider pages*, and up to 25 *content pages* including the documents listed below. *Divider pages* may be tabbed and may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers; they must not include any other *content*. All pages must be one-sided only. All pages except *divider pages* must be 8½" x 11". *Stacking/overlapping* is not allowed in the *portfolio*. The *portfolio* will be turned in to the room consultant at the designated participation time.

|   |   |
|---|---|
| Project Identification Page                                     | One 8½" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant's name, chapter name, school, city, state, region and career investigated. (For national STAR Events, use Central Region)   |
| FCCLA Planning Process Summary Page                             | One 8½" x 11" summary page of how each step of the <i>planning process</i> was used to plan and implement the project; use of the <i>planning process</i> may also be described in the oral presentation.   |
| Self-Assessment   | Document evidence of self-assessment. Examples include examining personal interests, values, aptitudes, skills, personality traits, and learning styles. Describe the role of self-assessment in the selection of the specific career.  |
| Career Research   | Provide detailed research including job description, duties and responsibilities; qualifications; entry-level position and advancement opportunities; job outlook; and salary.  |
| Experiences with Business, Industry, Agencies and Organizations | Document experiences in selected career field. Examples of documentation may include but are not limited to written summaries of interviews from business, industry, agency, and organization personnel; written narrative of job shadowing or cooperative work experiences; and photographs. |
| Samples of School Work  | Included examples or samples of family and consumer sciences and academic coursework.   |
| Use of Family and Consumer Sciences Coursework                  | Describe ways family and consumer sciences coursework will be used in selected career.  |
| Career Planning   | State career goals and create a plan for achieving goals. Include plans for high school and further education and training as well as extracurricular and intra-curricular activities that will enhance possibilities for achieving goals   |
| Works Cited/Bibliography  | Use an organized, consistent format to cite all references in alphabetical order. Resources used should be reliable and current.  |
| Appearance  | <i>Portfolio</i> must be neat, legible, and <i>professional</i> and use correct grammar and spelling.   |

### ORAL PRESENTATION

The oral presentation **may be up to** 10 minutes in length and is delivered to evaluators. The presentation is to describe research and career exploration efforts in detail. The *portfolio* will be used by the participant during the oral presentation. No other *visuals* or *audiovisual equipment* will be permitted.

|   |   |
|---|---|
| Organization  | Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.                                  |
| Knowledge of Selected Career                            | Present current data and show evidence of knowledge of selected career.   |
| Relationship of Family and Consumer Sciences Coursework | Describe the relationship of family and consumer sciences coursework to selected career.  |
| Use of <i>Portfolio</i>                                 | Use <i>portfolio</i> to describe all phases of project.   |
| Voice   | Speak clearly with appropriate pitch, tempo and volume.   |
| Body Language   | Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used. |
| Grammar and Pronunciation                               | Use proper grammar and pronunciation.   |
| Responses to Evaluators' Questions                      | Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.                   |



# STAR EVENTS POINT SUMMARY FORM

## CAREER INVESTIGATION

Name(s) of Participant(s) \_\_\_\_\_ Region \_\_\_\_\_

Category: ☐ Junior ☐ Senior Chapter \_\_\_\_\_

### Directions:

1. Before student presentation, room consultant must check participant's *portfolio* using the criteria and standards in the guidelines. If there is a discrepancy **under or over** the required number of items, record in the comment section and notify event lead consultant to verify point deductions.
2. At the conclusion of presentation, clip this form in front of the completed rating sheets.

### Evaluators' Scores

Evaluator 1 \_\_\_\_\_ Initials \_\_\_\_\_

Evaluator 2 \_\_\_\_\_ Initials \_\_\_\_\_

Evaluator 3 \_\_\_\_\_ Initials \_\_\_\_\_

**Total Score** \_\_\_\_\_ **divided by number of evaluators = Average Score** \_\_\_\_\_

| CRITERIA  | STANDARDS AND PENALTY POINTS   | POINT DEDUCTION | RECORD & COMMENTS |
|---|--|-----------------|-------------------|
| <b>PORTFOLIO</b>  |  |                 |                   |
| 0-7 <i>divider pages</i><br><br>Up to 25 <i>content</i> pages<br>(one-sided only) | Failure to follow page rules for portfolio will result in the loss of two points per additional page and/or page that does not follow the rules for stacking/overlapping, not to exceed 10 points.   |                 |                   |
| <b>ADDITIONAL CRITERIA</b>  |  |                 |                   |
|   | Failure to attend participant registration will result in the loss of 5 points per individual. (Not applicable at state STAR Events)<br><br>Failure to follow specific event guidelines listed in any other criteria may result in additional point deductions, not to exceed 10 points. |                 |                   |
|   | Total Deduction<br>Maximum of 10 points  |                 |                   |

Final Score: \_\_\_\_\_  
Average Score minus point deduction(s)

Rating achieved (circle one) Gold: 90-100 Silver: 70 – 89.99 Bronze: 1-69.99

Verification of final score and rating (please initial) Evaluator 1 \_\_\_\_\_ Evaluator 2 \_\_\_\_\_ Evaluator 3 \_\_\_\_\_

\_\_\_\_\_ Adult Room Consultant \_\_\_\_\_ Event Lead Consultant \_\_\_\_\_

## CAREER INVESTIGATION RATING SHEET

Name of Participant \_\_\_\_\_ Region \_\_\_\_\_

Category: ☐ Junior ☐ Senior Chapter \_\_\_\_\_

**INSTRUCTIONS:** Fill in the correct score bubble. Write the appropriate rating in the “Score” column. Write comments on the back of the rating sheet. Comments should help participants identify their strengths and areas for improvement. Record total points. Verify point total, and initial.

| Evaluation Criteria  | Poor  | Fair | Good | Very Good | Excellent | Score |
|--|-------|------|------|-----------|-----------|-------|
| <b>PORTFOLIO</b>   |       |      |      |           |           |       |
| Project Identification Page  | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| FCCLA Planning Process Summary   | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| Self-Assessment  | Ⓐ ① ② | ③ ④  | ⑤ ⑥  | ⑦ ⑧       | ⑨ ⑩       |       |
| Career Research  | Ⓐ ① ② | ③ ④  | ⑤ ⑥  | ⑦ ⑧       | ⑨ ⑩       |       |
| Experiences with Business, Industry, Agencies and Organizations            | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| Samples of School Work   | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| Use of Family and Consumer Sciences Coursework                             | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| Career Planning  | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| Works Cited/Bibliography   | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| Appearance   | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| <b>ORAL PRESENTATION</b>   |       |      |      |           |           |       |
| Organization   | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| Knowledge of Selected Career   | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| Relationship of Family and Consumer Sciences Coursework to Selected Career | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| Use of Portfolio   | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| Voice  | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| Body Language  | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| Grammar and Pronunciation  | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| Responses to Evaluators' Questions   | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |

**Total Score** \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Room Consultant Verification of Total Score \_\_\_\_\_

# CHAPTER SERVICE PROJECT DISPLAY

Chapter Service Project Display, a *team event*, recognizes chapters that develop and implement an *in-depth service project* that makes a worthwhile contribution to *families*, schools, and *communities*. Students must use family and consumer sciences *content* and skills to address and take action on a *community* need. Participants must prepare a *display* and an **oral presentation**.

## EVENT CATEGORIES

**Junior:** through grade 9

**Senior:** grades 10-12

**Occupational:** grades 10-12

See pages 8 and 20 for more information on event categories and number of entries per chapter.

## ELIGIBILITY

1. A chapter may enter each category of this event.
2. Participation is open to any regional, state and nationally affiliated FCCLA chapter member (December 20 postmark deadline). State STAR Events participants must register for the State Leadership Conference.
3. The Chapter Service Project must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Meeting.
4. The Chapter Service Project and supporting materials submitted must be planned, conducted, and prepared by chapter members only.
5. Chapters may choose to enter both Chapter Service Project Display and Chapter Service Project Manual, but must select different service projects for each.
6. A project entered in this event may not be entered in any other STAR Event, but may be a part of the Chapter Showcase Event.

## PROCEDURES & TIME REQUIREMENTS

1. At the designated time, participants will have 30 minutes to set up a *display*. Only participants are allowed in the setup area. Other persons may not assist. *Displays* not set up at the designated time will not be allowed during the presentation.
2. The oral presentation **may be up to** 10 minutes in length. A one-minute warning will be given at 9 minutes. Participants will be stopped at 10 minutes.
3. If audio and/or visual recordings are used for the *display* event, they are limited to 1 minute playing time during the presentation.
4. Following the presentation, evaluators will have 5 minutes to interview participants.
5. Following the interview, evaluators will have 5 minutes to review the display.
6. Evaluators will use the rating sheet to score and write comments for participants. Then evaluators will meet with participants to discuss strengths and suggestions for improvement.
7. The total time required for this event is approximately 55 minutes.

## GENERAL INFORMATION

1. Participants must bring all necessary supplies and/or equipment. Wall space will not be available.
2. Tables and electrical outlets must be requested through the STAR Events entry form. Extension cords and power strips are not provided.
3. Spectators are not allowed to observe any portion of this event. If circumstances allow, displays may be available for viewing at a designated time, per the discretion of the regional or state STAR Events coordinator.
4. Scrapbooks, *flip charts*, *manuals* and photo albums are not allowed in the *display* event.
5. Participants may not carry in additional *visuals* or *props* for the oral presentation. The *display* may be used as a *visual* during the oral presentation, but movement of the *display* during the presentation must occur within the original *dimensions* only. This includes handouts, samples, etc.
6. Words in *italics* are defined in the glossary.
7. See Allowable Presentation Elements chart on page 9.

## CHAPTER SERVICE PROJECT DISPLAY SPECIFICATIONS

### Display

A *display* may be used to document and illustrate the work of one project.

The display may be either freestanding or tabletop. Freestanding *displays* should not exceed a space 48" deep by 60" wide by 72" high including *audiovisual equipment*. Tabletop *displays* should not exceed a space 30" deep by 48" wide by 48" high, including any *audiovisual equipment*. Information or *props* outside the *display* will be considered part of the *display* and subject to penalty (tablecloths, storage items, boxes below the table, etc.). *Visuals* or *props* used during the oral presentation of the *display* must be contained within the *dimensions* of the *display*, and movement of the *display* during the presentation must occur within the original *dimensions* only. Scrapbooks, *flip charts*, *manuals* and photo albums are not allowed. Each *display* must include a *project identification page* and a *planning process* summary page.

|                                     |   |
|-------------------------------------|---|
| Project Identification Page         | One 8½" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participants' names, chapter name, school, city, state, region, and project title. For <i>project identification pages</i> mounted on a <i>display</i> , <i>graphics</i> and decorative elements must be outside the 8½" x 11" page and must not touch or overlap the <i>project identification page</i> . *For national STAR Events, use Central region. |
| FCCLA Planning Process Summary Page | One 8½" x 11" summary page of how each step of the <i>planning process</i> was used to plan and implement the project; use of the <i>planning process</i> may also be described in the oral presentation.   |
| Addresses a Specific Need           | Address a specific need that makes a worthwhile contribution to <i>families</i> , schools, <i>communities</i> and/or family and consumer sciences. Show how and why need was identified and acted on.   |
| Cooperative Efforts                 | Indicate the chapter's ability to work cooperatively with members, other school groups, <i>community</i> groups and/or volunteers to achieve the goals of the project.  |
| Increases Awareness                 | Increase public awareness of FCCLA, family and consumer sciences and/or related occupations.  |
| Appearance                          | <i>Display</i> should be neat, legible, <i>professional</i> , and creative and use correct grammar and spelling.  |

### Oral Presentation

The oral presentation **may be up to** 10 minutes in length and is delivered to evaluators. The presentation should explain the specifics of the project and its outcomes. Participants using the *display* option may use audio and/or visual recordings, but they are limited to 1 minute playing time. Participants may not carry in additional *visuals* or *props* for the oral presentation. The *display* may be used as a visual during the oral presentation.

|                                    |   |
|------------------------------------|---|
| Organization                       | Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project activities and accomplishments.                      |
| Reflects Purposes of FCCLA         | Explain how project reflects the purposes of FCCLA and family and consumer sciences and/or related occupations.   |
| Project Impact                     | Explain what impact the project had on the <i>community</i> and chapter members.  |
| Voice                              | Speak clearly with appropriate pitch, tempo, and volume.  |
| Body Language                      | Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of <i>display</i> and notes or notecards if used. |
| Grammar and Pronunciation          | Use proper grammar and pronunciation.   |
| Responses to Evaluators' Questions | Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.                                     |

# STAR EVENTS POINT SUMMARY FORM

## CHAPTER SERVICE PROJECT DISPLAY

Name(s) of Participant(s) \_\_\_\_\_ Region \_\_\_\_\_

Category: ☐ Junior ☐ Senior ☐ Occupational Chapter \_\_\_\_\_

### Directions:

1. Before student presentation, room consultant must check participant's *display* using the criteria and standards in the chart that follows. If there is a discrepancy in the *dimensions*, record in the comment section and notify event lead consultant to verify point deductions.
2. At the conclusion of presentation, clip this form in front of the completed rating sheets.

### Evaluators' Scores

Evaluator 1 \_\_\_\_\_ Initials \_\_\_\_\_

Evaluator 2 \_\_\_\_\_ Initials \_\_\_\_\_

Evaluator 3 \_\_\_\_\_ Initials \_\_\_\_\_

**Total Score** \_\_\_\_\_ **divided by number of evaluators = Average Score** \_\_\_\_\_

| CRITERIA   | STANDARDS AND PENALTY POINTS  | POINT DEDUCTION | RECORD & COMMENTS |
|--|---|-----------------|-------------------|
| <b>DISPLAY</b>   |   |                 |                   |
| Free-standing: not exceeding a space 48" deep x 60" wide x 72" high including <i>audiovisual equipment</i> . | Failure to follow dimension rules for <i>displays</i> will result in the loss of two points per inch, up to 10 points. Information or <i>props</i> outside the <i>display dimensions</i> will be considered part of the <i>display</i> and subject to penalty. (e.g. table cloths, storing items below the table, etc.) |                 |                   |
| Table top: not exceeding a space 30" deep x 48" wide x 48" high including <i>audiovisual equipment</i> .     |   |                 |                   |
| <b>ADDITIONAL CRITERIA</b>   |   |                 |                   |
|  | Failure to attend participant registration will result in the loss of 5 points per individual. (Not applicable at state STAR Events.)   |                 |                   |
|  | Failure to follow specific event guidelines not listed in other criteria may result in additional point deductions, not to exceed 10 points.  |                 |                   |
|  | Total Deduction<br>Maximum of 10 points   |                 |                   |

Final Score: \_\_\_\_\_

Average Score minus point deduction(s)

Rating achieved (circle one) Gold: 90-100 Silver: 70 – 89.99 Bronze: 1-69.99

Verification of final score and rating (please initial) Evaluator 1 \_\_\_\_\_ Evaluator 2 \_\_\_\_\_ Evaluator 3 \_\_\_\_\_

Adult Room Consultant \_\_\_\_\_ Event Lead Consultant \_\_\_\_\_

## CHAPTER SERVICE PROJECT DISPLAY RATING SHEET

Name(s) of Participant(s) \_\_\_\_\_ Region \_\_\_\_\_

Category: ☐ Junior ☐ Senior ☐ Occupational Chapter \_\_\_\_\_

**INSTRUCTIONS:** Fill in the correct score bubble. Write the appropriate rating in the “Score” column. Write comments on the back of the rating sheet. Comments should help participants identify their strengths and areas for improvement. Record total points. Verify point total, and initial.

| Evaluation Criteria                 | Poor    | Fair  | Good  | Very Good | Excellent | Score |
|-------------------------------------|---------|-------|-------|-----------|-----------|-------|
| <b>DISPLAY</b>                      |         |       |       |           |           |       |
| Project Identification Page         | Ⓐ ①     | ②     | ③     | ④         | ⑤         |       |
| FCCLA Planning Process Summary Page | Ⓐ ①     | ②     | ③     | ④         | ⑤         |       |
| Addresses a Specific Need           | Ⓐ ① ②   | ③ ④   | ⑤ ⑥   | ⑦ ⑧       | ⑨ ⑩       |       |
| Cooperative Efforts                 | Ⓐ ① ②   | ③ ④   | ⑤ ⑥   | ⑦ ⑧       | ⑨ ⑩       |       |
| Increases Awareness                 | Ⓐ ① ②   | ③ ④   | ⑤ ⑥   | ⑦ ⑧       | ⑨ ⑩       |       |
| Appearance                          | Ⓐ ①     | ②     | ③     | ④         | ⑤         |       |
| <b>ORAL PRESENTATION</b>            |         |       |       |           |           |       |
| Organization                        | Ⓐ ① ②   | ③ ④   | ⑤ ⑥   | ⑦ ⑧       | ⑨ ⑩       |       |
| Reflects Purposes of FCCLA          | Ⓐ ① ②   | ③ ④   | ⑤ ⑥   | ⑦ ⑧       | ⑨ ⑩       |       |
| Project Impact                      | Ⓐ ① ② ③ | ④ ⑤ ⑥ | ⑦ ⑧ ⑨ | ⑩ ⑪ ⑫     | ⑬ ⑭ ⑮     |       |
| Voice                               | Ⓐ ①     | ②     | ③     | ④         | ⑤         |       |
| Body Language                       | Ⓐ ①     | ②     | ③     | ④         | ⑤         |       |
| Grammar and Pronunciation           | Ⓐ ①     | ②     | ③     | ④         | ⑤         |       |
| Responses to Evaluators’ Questions  | Ⓐ ①     | ②     | ③     | ④         | ⑤         |       |

**Total Score** \_\_\_\_\_

Evaluator’s Signature \_\_\_\_\_ Room Consultant Verification of Total Score \_\_\_\_\_

# CHAPTER SERVICE PROJECT MANUAL

Chapter Service Project Manual, a *team event*, recognizes chapters that develop and implement an *in-depth service project* that makes a worthwhile contribution to *families*, schools, and *communities*. Students must use family and consumer sciences *content* and skills to address and take action on a *community* need. Participants must prepare a **manual** and an **oral presentation**.

## EVENT CATEGORIES

**Junior:** through grade 9

**Senior:** grades 10-12

**Occupational:** grades 10-12

See pages 8 and 20 for more information on event categories and number of entries per chapter.

## ELIGIBILITY

1. A chapter may enter each category of this event.
2. Participation is open to any regional, state and nationally affiliated FCCLA chapter member (December 20 postmark deadline). State STAR Events participants must register for the State Leadership Conference.
3. The Chapter Service Project must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Meeting.
4. The Chapter Service Project and supporting materials submitted must be planned, conducted, and prepared by chapter members only.
5. Chapters may choose to enter both Chapter Service Project Display and Chapter Service Project Manual, but must select different service projects for each.
6. A project entered in this event may not be entered in any other STAR Event, but may be a part of the Chapter Showcase Event.

## PROCEDURES & TIME REQUIREMENTS

1. At the designated time, participants will have 30 minutes to turn in a *manual*. Only participants are allowed in the setup area. Other persons may not assist. *Manuals* not turned in at the designated time will not be allowed during the presentation.
2. Room consultants and evaluators will have 5 minutes to preview the manual before the presentation begins.
3. The oral presentation **may be up to** 10 minutes in length. A one-minute warning will be given at 9 minutes. Participants will be stopped at 10 minutes.
4. Following the presentation, evaluators will have 5 minutes to interview participants.
5. Evaluators will use the rating sheet to score and write comments for participants. Then evaluators will meet with participants to discuss strengths and suggestions for improvement.
6. The total time required for this event is approximately 55 minutes.

## GENERAL INFORMATION

1. A table will be provided. Participants must bring all necessary supplies and/or equipment. Wall space will not be available.
2. Spectators are not allowed to observe any portion of this event. If circumstances allow, manuals may be available for viewing at a designated time, per the discretion of the regional or state STAR Events coordinator.
3. *Pointers*, including lasers, are not allowed in the *manual* event.
4. *Stacking/overlapping* is not allowed in manuals.
5. Participants may not carry in additional *visuals* or *props* for the oral presentation. The *manual* may be used as a *visual* during the oral presentation.
6. Words in *italics* are defined in the glossary.
7. See Allowable Presentation Elements chart on page 9.

## CHAPTER SERVICE PROJECT MANUAL SPECIFICATIONS

### Manual

A *manual* may be used to document and illustrate the work of one project.

The *manual* will contain 1 *project identification page*, 1 table of contents page, 1 *planning process* summary page, 0-3 *divider pages*, and up to 10 *content* pages. All pages must be contained in an FCCLA scrapbook obtained from the national emblematic supplier, and all pages must fit within the dimensions of the cover. *Divider pages* may be tabbed and may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers; they must not include any other *content*. All pages must be one-sided only. *Stacking/overlapping* is not allowed in the manual.

|                                     |  |
|-------------------------------------|--|
| Project Identification Page         | One 8½" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participants' names, chapter name, school, city, state, region, and project title. For <i>project identification pages</i> mounted on a scrapbook page, <i>graphics</i> and decorative elements must be outside the 8½" x 11" page and must not touch or overlap the <i>project identification page</i> . *For national STAR Events, use Central region. |
| FCCLA Planning Process Summary Page | One 8½" x 11" summary page of how each step of the <i>planning process</i> was used to plan and implement the project; use of the <i>planning process</i> may also be described in the oral presentation.  |
| Addresses a Specific Need           | Address a specific need that makes a worthwhile contribution to <i>families</i> , schools, <i>communities</i> and/or family and consumer sciences. Show how and why need was identified and acted on.  |
| Cooperative Efforts                 | Indicate the chapter's ability to work cooperatively with members, other school groups, <i>community</i> groups and/or volunteers to achieve the goals of the project.   |
| Increases Awareness                 | Increase public awareness of FCCLA, family and consumer sciences and/or related occupations.   |
| Appearance                          | <i>Manual</i> should be neat, legible, <i>professional</i> , and creative and use correct grammar and spelling.  |

### Oral Presentation

The oral presentation **may be up to** 10 minutes in length and is delivered to evaluators. The presentation should explain the specifics of the project and its outcomes. Participants may not carry in additional *visuals* or *props* for the oral presentation. The *manual* may be used as a visual during the oral presentation.

|                                    |   |
|------------------------------------|---|
| Organization                       | Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project activities and accomplishments.    |
| Reflects Purposes of FCCLA         | Explain how project reflects the purposes of FCCLA and family and consumer sciences and/or related occupations.                             |
| Project Impact                     | Explain what impact the project had on the <i>community</i> and chapter members.  |
| Voice                              | Speak clearly with appropriate pitch, tempo, and volume.  |
| Body Language                      | Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes and/or <i>manual</i> . |
| Grammar and Pronunciation          | Use proper grammar and pronunciation.   |
| Responses to Evaluators' Questions | Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.                   |



# STAR EVENTS POINT SUMMARY FORM

## CHAPTER SERVICE PROJECT MANUAL

Name(s) of Participant(s) \_\_\_\_\_ Region \_\_\_\_\_

Category:    ☐ Junior    ☐ Senior    ☐ Occupational    Chapter \_\_\_\_\_

### Directions:

1. Before student presentation, room consultant must check participant's *manual* using the criteria and standards in the chart that follows. If there is a discrepancy **under or over** the required number or items, record in the comment section and notify event lead consultant to verify point deduction.
2. At the conclusion of presentation, clip this form in front of the completed rating sheets.

### Evaluators' Scores

Evaluator 1 \_\_\_\_\_ Initials \_\_\_\_\_

Evaluator 2 \_\_\_\_\_ Initials \_\_\_\_\_

Evaluator 3 \_\_\_\_\_ Initials \_\_\_\_\_

**Total Score** \_\_\_\_\_ **divided by number of evaluators = Average Score** \_\_\_\_\_

| CRITERIA  | STANDARDS AND PENALTY POINTS  | POINT DEDUCTION | RECORD & COMMENTS |
|---|---|-----------------|-------------------|
| <b>MANUAL</b>   |   |                 |                   |
| 0-3 <i>Divider pages</i><br><br>Up to 10 <i>content</i> pages<br>(one-sided only) | Failure to follow page rules for <i>manual</i> will result in the loss of two points per additional <i>page</i> and/or page that does not follow the rules for <i>stacking/overlapping</i> not to exceed 10 points.   |                 |                   |
| <b>ADDITIONAL CRITERIA</b>  |   |                 |                   |
|   | Failure to attend participant registration will result in the loss of 5 points per individual (Not applicable to state STAR Events.)<br><br>Failure to follow specific event guidelines listed in other criteria may result in additional point deductions not to exceed 10 points. |                 |                   |
|   | Total Deduction<br>Maximum of 10 points   |                 |                   |

Final Score: \_\_\_\_\_  
Average Score minus point deduction(s)

Rating achieved (circle one)    Gold: 90-100    Silver: 70 – 89.99    Bronze: 1-69.99

Verification of final score and rating (please initial)    Evaluator 1 \_\_\_\_\_ Evaluator 2 \_\_\_\_\_ Evaluator 3 \_\_\_\_\_

Adult Room Consultant \_\_\_\_\_ Event Lead Consultant \_\_\_\_\_

## CHAPTER SERVICE PROJECT MANUAL RATING SHEET

Name(s) of Participant(s) \_\_\_\_\_ Region \_\_\_\_\_

Category: ☐ Junior ☐ Senior ☐ Occupational Chapter \_\_\_\_\_

**INSTRUCTIONS:** Fill in the correct score bubble. Write the appropriate rating in the “Score” column. Write comments on the back of the rating sheet. Comments should help participants identify their strengths and areas for improvement. Record total points. Verify point total, and initial.

| Evaluation Criteria                 | Poor    | Fair  | Good  | Very Good | Excellent | Score |
|-------------------------------------|---------|-------|-------|-----------|-----------|-------|
| <b>MANUAL</b>                       |         |       |       |           |           |       |
| Project Identification Page         | Ⓐ ①     | ②     | ③     | ④         | ⑤         |       |
| FCCLA Planning Process Summary Page | Ⓐ ①     | ②     | ③     | ④         | ⑤         |       |
| Addresses a Specific Need           | Ⓐ ① ②   | ③ ④   | ⑤ ⑥   | ⑦ ⑧       | ⑨ ⑩       |       |
| Cooperative Efforts                 | Ⓐ ① ②   | ③ ④   | ⑤ ⑥   | ⑦ ⑧       | ⑨ ⑩       |       |
| Increases Awareness                 | Ⓐ ① ②   | ③ ④   | ⑤ ⑥   | ⑦ ⑧       | ⑨ ⑩       |       |
| Appearance                          | Ⓐ ①     | ②     | ③     | ④         | ⑤         |       |
| <b>ORAL PRESENTATION</b>            |         |       |       |           |           |       |
| Organization                        | Ⓐ ① ②   | ③ ④   | ⑤ ⑥   | ⑦ ⑧       | ⑨ ⑩       |       |
| Reflects Purposes of FCCLA          | Ⓐ ① ②   | ③ ④   | ⑤ ⑥   | ⑦ ⑧       | ⑨ ⑩       |       |
| Project Impact                      | Ⓐ ① ② ③ | ④ ⑤ ⑥ | ⑦ ⑧ ⑨ | ⑩ ⑪ ⑫     | ⑬ ⑭ ⑮     |       |
| Voice                               | Ⓐ ①     | ②     | ③     | ④         | ⑤         |       |
| Body Language                       | Ⓐ ①     | ②     | ③     | ④         | ⑤         |       |
| Grammar and Pronunciation           | Ⓐ ①     | ②     | ③     | ④         | ⑤         |       |
| Responses to Evaluators’ Questions  | Ⓐ ①     | ②     | ③     | ④         | ⑤         |       |

**Total Score** \_\_\_\_\_

Evaluator’s Signature \_\_\_\_\_ Room Consultant Verification of Total Score \_\_\_\_\_

# CHAPTER SHOWCASE DISPLAY

Chapter Showcase Display, a *team event*, recognizes chapters that develop and implement a well-balanced program of work and promote FCCLA and family and consumer sciences and/or related occupations skills to the *community*. Participants must prepare a *display* and an **oral presentation**.

## EVENT CATEGORIES

**Junior:** through grade 9

**Senior:** grades 10-12

**Occupational:** grades 10-12

See pages 8 and 20 for more information on event categories and number of entries per chapter.

## ELIGIBILITY

1. A chapter may enter each category of this event.
2. Participation is open to any regional, state or nationally affiliated FCCLA chapter member (December 20 postmark deadline.) State STAR Events participants must register for the State Leadership Conference.
3. The Chapter Showcase project must be developed and completed within a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Meeting.
4. The Chapter Showcase project and all supporting materials must be planned, conducted and prepared by chapter members only.

## PROCEDURES & TIME REQUIREMENTS

1. At the designated time, participants will have 30 minutes to set up a *display*. Only participants are allowed in the setup area. Other persons may not assist. *Displays* not set up at the designated time will not be allowed during the presentation.
2. The oral presentation **may be up to** 15 minutes in length. A one-minute warning will be given at 14 minutes. Participants will be stopped at 15 minutes.
3. If audio and/or visual recordings are used, they are limited to 1 minute playing time during the presentation.
4. Following the presentation, evaluators will have 5 minutes to interview participants.
5. Following the interview, evaluators will have 5 minutes to review the display.
6. Evaluators will use the rating sheet to score and write comments for participants. Then evaluators will meet with participants to discuss strengths and suggestions for improvement.
7. The total time required for this event is approximately one hour.

## GENERAL INFORMATION

1. Participants must bring all necessary supplies and/or equipment. Wall space will not be available.
2. Tables and electrical outlets must be requested through the STAR Events entry form. Extension cords and power strips are not provided.
3. Spectators are not allowed to observe any portion of this event. If circumstances allow, displays may be available for viewing at a designated time, per the discretion of the regional or state STAR Events coordinator.
4. Scrapbooks, *flip charts*, *manuals*, and photo albums are not allowed in the *display* event.
5. Participants may not carry in additional *visuals* or *props* for the oral presentation. The *display* may be used as a *visual* during the presentation, but movement of the *display* during the presentation must occur within the original *dimensions* only. This included handouts, samples, etc.
6. Words in *italics* are defined in the glossary.
7. See Allowable Presentation Elements chart on page 9.

## CHAPTER SHOWCASE DISPLAY SPECIFICATIONS

### Display

A *display* may be used to document and illustrate the chapter's program of work.

The *display* may be either freestanding or tabletop. Freestanding *displays* should not exceed a space 48" deep by 60" wide by 72" high, including *audiovisual equipment*. Tabletop *displays* should not exceed a space of 30" deep by 48" by 48" high, including any *audiovisual equipment*. Information or *props* outside the *display* will be considered part of the *display* and subject to penalty (tablecloths, storage items, boxes below the table, etc.). *Visuals* or *props* used during the oral presentation of the *display* must be contained within the *dimensions* of the *display*, and movement of the *display* during the presentation must occur within the original *dimensions* only. Scrapbooks, *flip charts*, *manuals*, and photo albums are not allowed. Each *display* must include a *project identification page* and a *planning process* summary page.

|  |  |
|--|--|
| <i>Project Identification Page</i>   | One 8½" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participants' names, chapter name, school, city, state, region, event title, and project title. For <i>project identification pages</i> mounted on a <i>display</i> , <i>graphics</i> and decorative elements must be outside the 8½" x 11" page and must not touch or overlap the <i>project identification page</i> . *For national STAR Events, use Central region. |
| FCCLA <i>Planning Process</i> Summary Page                                       | One 8½" x 11" summary page of how each step of the <i>planning process</i> was used to plan and implement the project; use of the <i>planning process</i> may also be described in the oral presentation.  |
| Membership <i>Campaigns</i>  | Actively recruit new members and maintain current ones through creative and innovative <i>campaigns</i> .  |
| Meetings, Ceremonies and Recognition Activities                                  | Hold and attend chapter, district/regional, state and national meetings; conduct and participate in ceremonies; and recognize chapter members for their efforts.   |
| Leadership Activities and Cooperative, Competitive and Individualized Activities | Engage chapter members in leadership activities and in cooperative, competitive and individualized activities.   |
| <i>Community</i> Service Activities and Chapter Finances                         | Plan and conduct service projects benefiting the school and/or <i>community</i> , and maintain adequate chapter finances through fundraising <i>campaigns</i> or other efforts.  |
| State and <i>National programs</i>   | Complete project activities related to state and <i>national programs</i> .  |
| Public Relations Efforts   | Use a variety of public relations techniques to increase public awareness of FCCLA and family and consumer sciences and/or related occupations.  |
| Appearance   | <i>Display</i> should be neat, legible, <i>professional</i> , and creative and use correct grammar and spelling.   |

### Oral Presentation

The oral presentation **may be up to** 15 minutes in length and is delivered to evaluators. The presentation should describe the chapter's year-long program of work and how it was implemented. Participants presenting a *display* may use audio and/or visual recordings, but they are limited to 1 minute playing time. Participants may not carry in additional *visuals* or *props* for the oral presentation. The *display* may be used as a *visual* during the oral presentation.

|                                    |   |
|------------------------------------|---|
| Organization                       | Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize program of work.   |
| Reflects Purposes of FCCLA         | Explain how program of work reflects the purposes of FCCLA and family and consumer sciences and/or related occupations.   |
| Well-balanced Program of Work      | Discuss how program of work allows members to develop leadership, management, communication, and personal skills by planning, conducting, and evaluating a well-balanced program of work. |
| Voice                              | Speak clearly with appropriate pitch, tempo and volume.   |
| Body Language                      | Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of display and notes or notecards if used.                                    |
| Grammar and Pronunciation          | Use proper grammar and pronunciation.   |
| Responses to Evaluators' Questions | Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.   |

# STAR EVENTS POINT SUMMARY FORM

## CHAPTER SHOWCASE PROJECT DISPLAY

Name(s) of Participant(s) \_\_\_\_\_ Region \_\_\_\_\_

Category: ☐ Junior ☐ Senior ☐ Occupational Chapter \_\_\_\_\_

### Directions:

1. Before student presentation, room consultant must check participant's *display* using the criteria and standards in the chart that follows. If there is a discrepancy in the dimensions, record in the comment section and notify event lead consultant to verify point deduction.
2. At the conclusion of presentation, clip this form in front of the completed rating sheets.

### Evaluators' Scores

Evaluator 1 \_\_\_\_\_ Initials \_\_\_\_\_

Evaluator 2 \_\_\_\_\_ Initials \_\_\_\_\_

Evaluator 3 \_\_\_\_\_ Initials \_\_\_\_\_

**Total Score** \_\_\_\_\_ **divided by number of evaluators = Average Score** \_\_\_\_\_

| CRITERIA   | STANDARDS AND PENALTY POINTS  | POINT DEDUCTION | RECORD & COMMENTS |
|--|---|-----------------|-------------------|
| <b>DIMENSIONS</b>  |   |                 |                   |
| Free-standing: not to exceed a space 48" deep x 60" wide x 72" high including <i>audiovisual equipment</i> .<br><br>Table top: not to exceed a space 30" deep x 48" wide x 48" high including <i>audiovisual equipment</i> . | Failure to follow dimension rules for <i>displays</i> will result in the loss of two points per inch up to 10 points. Information or <i>props</i> outside the <i>display dimensions</i> will be considered part of the <i>display</i> and subject to penalty (e.g. table cloths, storing items below the table, etc.) |                 |                   |
| <b>ADDITIONAL CRITERIA</b>   |   |                 |                   |
|  | Failure to attend participant registration will result in the loss of 5 points per individual. (Not applicable to state STAR Events).<br><br>Failure to follow specific event guidelines listed in any other criteria may result in additional point deductions, not to exceed 10 points.                             |                 |                   |
|  | Total Deduction<br>Maximum of 10 points   |                 |                   |

Final Score: \_\_\_\_\_  
Average Score minus point deduction(s)

Rating achieved (circle one) Gold: 90-100 Silver: 70 – 89.99 Bronze: 1-69.99

Verification of final score and rating (please initial) Evaluator 1 \_\_\_\_\_ Evaluator 2 \_\_\_\_\_ Evaluator 3 \_\_\_\_\_

Adult Room Consultant \_\_\_\_\_ Event Lead Consultant \_\_\_\_\_

## CHAPTER SHOWCASE DISPLAY PROJECT RATING SHEET

Name(s) of Participant(s) \_\_\_\_\_ Region \_\_\_\_\_

Category: ☐ Junior ☐ Senior ☐ Occupational Chapter \_\_\_\_\_

**INSTRUCTIONS:** Fill in the correct score bubble. Write the appropriate rating in the “Score” column. Write comments on the back of the rating sheet. Comments should help participants identify their strengths and areas for improvement. Record total points. Verify point total, and initial.

| Evaluation Criteria  | Poor  | Fair | Good | Very Good | Excellent | Score |
|--|-------|------|------|-----------|-----------|-------|
| <b>DISPLAY OR MANUAL</b>   |       |      |      |           |           |       |
| Project Identification Page  | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| FCCLA Planning Process Summary Page  | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| Membership Campaigns   | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| Meetings, Ceremonies and Recognition Activities                                  | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| Leadership Activities and Cooperative, Competitive and Individualized Activities | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| Community Service Activities and Chapter Finances                                | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| State and National Programs  | Ⓐ ① ② | ③ ④  | ⑤ ⑥  | ⑦ ⑧       | ⑨ ⑩       |       |
| Public Relations Efforts   | Ⓐ ① ② | ③ ④  | ⑤ ⑥  | ⑦ ⑧       | ⑨ ⑩       |       |
| Appearance   | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| <b>ORAL PRESENTATION</b>   |       |      |      |           |           |       |
| Organization   | Ⓐ ① ② | ③ ④  | ⑤ ⑥  | ⑦ ⑧       | ⑨ ⑩       |       |
| Reflects Purposes of FCCLA   | Ⓐ ① ② | ③ ④  | ⑤ ⑥  | ⑦ ⑧       | ⑨ ⑩       |       |
| Well-balanced Program of Work  | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| Voice  | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| Body Language  | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| Grammar and Pronunciation  | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| Responses to Evaluators’ Questions   | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |

**Total Score** \_\_\_\_\_

Evaluator’s Signature \_\_\_\_\_ Room Consultant Verification of Total Score \_\_\_\_\_

# CHAPTER SHOWCASE MANUAL

Chapter Showcase Manual, a *team event*, recognizes chapters that develop and implement a well-balanced program of work and promote FCCLA and family and consumer sciences and/or related occupations skills to the *community*. Participants must prepare a **manual** and an **oral presentation**.

## EVENT CATEGORIES

**Junior:** through grade 9

**Senior:** grades 10-12

**Occupational:** grades 10-12

See pages 8 and 20 for more information on event categories and number of entries per chapter.

## ELIGIBILITY

1. A chapter may enter each category of this event.
2. Participation is open to any regional, state or nationally affiliated FCCLA chapter member (December 20 postmark deadline.) State STAR Events participants must register for the State Leadership Conference.
3. The Chapter Showcase project must be developed and completed within a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Meeting.
4. The Chapter Showcase project and all supporting materials must be planned, conducted and prepared by chapter members only.

## PROCEDURES & TIME REQUIREMENTS

1. At the designated time, participants will have 30 minutes to turn in a *manual*. Only participants are allowed in the setup area. Other persons may not assist. *Manuals* not turned in at the designated time will not be allowed during the presentation.
2. Room consultants and evaluators will have 5 minutes to preview the manual before the presentation begins.
3. The oral presentation **may be up to** 15 minutes in length. A one-minute warning will be given at 14 minutes. Participants will be stopped at 15 minutes.
4. Following the presentation, evaluators will have 5 minutes to interview participants.
5. Evaluators will use the rating sheet to score and write comments for participants. Then evaluators will meet with participants to discuss strengths and suggestions for improvement.
6. The total time required for this event is approximately one hour.

## GENERAL INFORMATION

1. A table will be provided. Participants must bring all necessary supplies and/or equipment. Wall space will not be available.
2. Spectators are not allowed to observe any portion of this event. If circumstances allow, manuals may be available for viewing at a designated time, per the discretion of the regional or state STAR Events coordinator.
3. Pointers, including lasers, are not allowed in the *manual* event.
4. *Stacking/overlapping* is not allowed in manuals.
5. Participants may not carry in additional *visuals* or *props* for the oral presentation. The *manual* may be used as a *visual* during the oral presentation.
6. Words in *italics* are defined in the glossary.
7. See Allowable Presentation Elements chart on page 9.

## CHAPTER SHOWCASE MANUAL SPECIFICATIONS

### Display

A *manual* may be used to document and illustrate the chapter's program of work.

The *manual* will contain 1 *project identification page*, 1 table of contents page, 1 *planning process* summary page, 0-6 *divider* pages, and up to 35 *content pages*. All pages must be contained in an FCCLA scrapbook obtained from the national FCCLA emblematic supplier, and all pages must fit within the dimensions of the cover. *Divider pages* may be tabbed and may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers; they must not include any other *content*. All pages must be one-sided only. *Stacking/overlapping* is not allowed in the manual.

|  |   |
|--|---|
| <i>Project Identification Page</i>   | One 8½" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participants' names, chapter name, school, city, state, region, event title, and project title. For <i>project identification pages</i> mounted on a scrapbook page, <i>graphics</i> and decorative elements must be outside the 8½" x 11" page and must not touch or overlap the <i>project identification page</i> . *For national STAR Events, use Central region. |
| FCCLA <i>Planning Process</i> Summary Page                                       | One 8½" x 11" summary page of how each step of the <i>planning process</i> was used to plan and implement the project; use of the <i>planning process</i> may also be described in the oral presentation.   |
| <i>Membership Campaigns</i>  | Actively recruit new members and maintain current ones through creative and innovative <i>campaigns</i> .   |
| Meetings, Ceremonies and Recognition Activities                                  | Hold and attend chapter, district/regional, state and national meetings; conduct and participate in ceremonies; and recognize chapter members for their efforts.  |
| Leadership Activities and Cooperative, Competitive and Individualized Activities | Engage chapter members in leadership activities and in cooperative, competitive and individualized activities.  |
| <i>Community Service Activities and Chapter Finances</i>                         | Plan and conduct service projects benefiting the school and/or <i>community</i> , and maintain adequate chapter finances through fundraising <i>campaigns</i> or other efforts.   |
| <i>State and National programs</i>   | Complete project activities related to state and <i>national programs</i> .   |
| Public Relations Efforts   | Use a variety of public relations techniques to increase public awareness of FCCLA and family and consumer sciences and/or related occupations.   |
| Appearance   | <i>Display</i> should be neat, legible, <i>professional</i> , and creative and use correct grammar and spelling.  |

### Oral Presentation

The oral presentation **may be up to** 15 minutes in length and is delivered to evaluators. The presentation should describe the chapter's year-long program of work and how it was implemented. Participants may not carry in additional *visuals* or *props* for the oral presentation. The *manual* may be used as a *visual* during the oral presentation.

|                                    |   |
|------------------------------------|---|
| Organization                       | Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize <u>program of work</u> .   |
| Reflects Purposes of FCCLA         | Explain how program of work reflects the purposes of FCCLA and family and consumer sciences and/or related occupations.   |
| Well-balanced Program of Work      | Discuss how program of work allows members to develop leadership, management, communication, and personal skills by planning, conducting, and evaluating a well-balanced program of work. |
| Voice                              | Speak clearly with appropriate pitch, tempo and volume.   |
| Body Language                      | Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of display and notes or notecards if used.                                    |
| Grammar and Pronunciation          | Use proper grammar and pronunciation.   |
| Responses to Evaluators' Questions | Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.   |



# STAR EVENTS POINT SUMMARY FORM

## CHAPTER SHOWCASE PROJECT MANUAL

Name(s) of Participant(s) \_\_\_\_\_ Region \_\_\_\_\_

Category: ☐ Junior ☐ Senior ☐ Occupational Chapter \_\_\_\_\_

### Directions:

1. Before student presentation, room consultant must check participant's *manual* using the criteria and standards in the chart that follows. If there is a discrepancy under or over the required number or items, record in the comment section and notify event lead consultant to verify point deductions.
2. At the conclusion of presentation, clip this form in front of the completed rating sheets.

### Evaluators' Scores

Evaluator 1 \_\_\_\_\_ Initials \_\_\_\_\_

Evaluator 2 \_\_\_\_\_ Initials \_\_\_\_\_

Evaluator 3 \_\_\_\_\_ Initials \_\_\_\_\_

**Total Score** \_\_\_\_\_ **divided by number of evaluators = Average Score** \_\_\_\_\_

| CRITERIA  | STANDARDS AND PENALTY POINTS  | POINT DEDUCTION | RECORD & COMMENTS |
|---|---|-----------------|-------------------|
| <b>MANUAL</b>   |   |                 |                   |
| 0-6 <i>Divider pages</i><br><br>Up to 35 <i>content</i> pages<br>(one-sided only) | Failure to follow page rules for <i>manual</i> will result in the loss of two points per additional pages and/or per page that does not follow the rules for <i>stacking/overlapping</i> not to exceed 10 points.   |                 |                   |
| <b>ADDITIONAL CRITERIA</b>  |   |                 |                   |
|   | Failure to attend participant registration will result in the loss of 5 points per individual. (Not applicable to state STAR Events.)<br><br>Failure to follow specific event guidelines listed in any other criteria may result in additional point deductions, not to exceed 10 points. |                 |                   |
|   | Total Deduction<br>Maximum of 10 points   |                 |                   |

Final Score: \_\_\_\_\_  
Average Score minus point deduction(s)

Rating achieved (circle one) Gold: 90-100 Silver: 70 – 89.99 Bronze: 1-69.99

Verification of final score and rating (please initial) Evaluator 1 \_\_\_\_\_ Evaluator 2 \_\_\_\_\_ Evaluator 3 \_\_\_\_\_

Adult Room Consultant \_\_\_\_\_ Event Lead Consultant \_\_\_\_\_

## CHAPTER SHOWCASE MANUAL PROJECT RATING SHEET

Name(s) of Participant(s) \_\_\_\_\_ Region \_\_\_\_\_

Category: ☐ Junior ☐ Senior ☐ Occupational Chapter \_\_\_\_\_

**INSTRUCTIONS:** Fill in the correct score bubble. Write the appropriate rating in the “Score” column. Write comments on the back of the rating sheet. Comments should help participants identify their strengths and areas for improvement. Record total points. Verify point total, and initial.

| Evaluation Criteria  | Poor  | Fair | Good | Very Good | Excellent | Score |
|--|-------|------|------|-----------|-----------|-------|
| <b>DISPLAY OR MANUAL</b>   |       |      |      |           |           |       |
| Project Identification Page  | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| FCCLA Planning Process Summary Page  | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| Membership Campaigns   | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| Meetings, Ceremonies and Recognition Activities                                  | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| Leadership Activities and Cooperative, Competitive and Individualized Activities | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| Community Service Activities and Chapter Finances                                | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| State and National Programs  | Ⓐ ① ② | ③ ④  | ⑤ ⑥  | ⑦ ⑧       | ⑨ ⑩       |       |
| Public Relations Efforts   | Ⓐ ① ② | ③ ④  | ⑤ ⑥  | ⑦ ⑧       | ⑨ ⑩       |       |
| Appearance   | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| <b>ORAL PRESENTATION</b>   |       |      |      |           |           |       |
| Organization   | Ⓐ ① ② | ③ ④  | ⑤ ⑥  | ⑦ ⑧       | ⑨ ⑩       |       |
| Reflects Purposes of FCCLA   | Ⓐ ① ② | ③ ④  | ⑤ ⑥  | ⑦ ⑧       | ⑨ ⑩       |       |
| Well-balanced Program of Work  | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| Voice  | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| Body Language  | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| Grammar and Pronunciation  | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |
| Responses to Evaluators’ Questions   | Ⓐ ①   | ②    | ③    | ④         | ⑤         |       |

**Total Score** \_\_\_\_\_

Evaluator’s Signature \_\_\_\_\_ Room Consultant Verification of Total Score \_\_\_\_\_

# CULINARY ARTS

Culinary Arts, an *individual* and *team event*, recognizes participants enrolled in *occupational* culinary arts/food service training programs for their ability to work individually and as members of a *team* to produce a quality meal using industrial culinary art/food service techniques and equipment. *Teams* of participants must **develop a plan** for the time allotted, **prepare menu items** given to them at the time of the event and **present their prepared items** to evaluators. They also will fill out a *team evaluation sheet*.

## EVENT CATEGORIES

**Occupational:** grades 10-12

See pages 8 and 20 for more information on event categories and number of entries per chapter.

## ELIGIBILITY

1. Chapters may submit up to two entries in this event.
2. Participation is open to any regional, state and nationally affiliated FCCLA *occupational* chapter member (December 20 postmark deadline). State STAR Events participants must register for the State Leadership Conference.
3. Participants must be or have been enrolled in a culinary arts/food service *occupational* training program (coursework for high school credit that concentrates in class learning and/or on-the-job training in preparation for paid *employment*). In Missouri, students enrolled in a nationally recognized certificate program (e.g., ProStart) are eligible to participate. Students enrolled in food and nutrition courses in family and consumer sciences *comprehensive* programs are not eligible.
4. Participants must attend the Culinary Arts Orientation session prior to competition. Participants will receive event-specific information at this time only.

## PROCEDURES & TIME REQUIREMENTS

1. Participants will report to the designated room at the specified time with all required equipment and wearing appropriate, clean attire.
2. *Teams* will be given a menu and all required recipes.
3. *Teams* will have 30 minutes to organize work area, obtain supplies, and construct a time management plan.
4. *Teams* will have 60 minutes to prepare required food products according to recipe specifications.
5. After 60 minutes, participants will present three plates for evaluation of appearance and taste.
6. Participants will have 10 minutes to complete a Culinary Arts *Team* Evaluation Sheet.
7. Participants will have 15 minutes to clean up their workstations and return unused food to the central station.
8. Evaluators will use the rating sheet to score and write comments for each participant throughout the session by observing their work habits, techniques, development, and use of planning sheet, product presentation, appearance, taste, and creativity as well as the written *team* evaluation sheet. Then evaluators will meet with participants to discuss strengths and suggestions for improvement.
9. The total time required for this event is approximately 2 hours and 15 minutes.

## GENERAL INFORMATION

1. An equipment and tool requirements list will be sent to participants after the registration form is received. Only items on the list may be brought to the event. Any necessary large equipment will be provided.
2. All food will be provided. Identical food items will be available to each *team*. No other food products, garnishes, or condiments may be brought to the event.
3. Participants will receive team scores on their personal appearance, food production, and *team* evaluation.
4. Spectators are not allowed to observe any portion of this event.
5. Words in *italics* are defined in the glossary.
6. See Allowable Presentation Elements chart on page 9.

## CULINARY ARTS SPECIFICATIONS

### Appearance

Participants will be well groomed and wear appropriate, clean attire meeting restaurant and hotel industry standards including: chef coat or jacket; industry pants or commercial *uniform*; apron; hair covering or chef hat; closed-toe, low heel, nonskid leather shoes (canvas shoes are not appropriate); no jewelry (watches are acceptable); minimal make-up; no facial hair; no cologne or nail polish. \*For Missouri STAR Events, facial hair on young men is acceptable only if it is well-groomed and does not provide a sanitation hazard during the event.)

|                         |  |
|-------------------------|--|
| Clothing and Appearance | Wear appropriate clothing and head covering and present a well-groomed appearance. |
|-------------------------|--|

### Planning

Participants will have 30 minutes after receiving recipes to work with their *team* members to construct a time management plan using the provided planning sheet, obtain supplies and organize work area.

|                          |  |
|--------------------------|--|
| Effective Planning Sheet | Work cooperatively with <i>team</i> members to divide duties, make a time schedule, and develop a sequential plan for completing tasks efficiently |
| Follow Planning Sheet    | Follow <i>team</i> plan; adapt plan to situations as necessary.  |

### Food Production

*Teams* of three individuals will have 60 minutes to prepare food products and garnish. Participants should be proficient in the preparation of a minimum of three food products. Any of the following food products may appear on the menu: appetizers, sauces, soups, vegetables, salads, breads, sandwiches, beverages, entrees and/or desserts. Participants may bring only the items listed on the provided required equipment list to the event. No other smallwares or equipment will be allowed in the competition site. Additional items will be removed from the participants until after they have finished competing. Participants will demonstrate industry standards in usage of equipment, tools, and techniques. Participants will follow directions and recipes to prepare food products that meet industry standards for appearance and taste while demonstrating ability to keep work area organized and clean in a safe and sanitary manner.

|                                 |   |
|---------------------------------|---|
| Equipment, Tools and Techniques | Use proper equipment, tools, products, vocabulary, and techniques in the preparation of food products and garnishes.  |
| Follow Directions               | Follow directions of recipes in proper sequence.  |
| Sanitation and Safety           | Keep work area clean and organized, and demonstrate appropriate safety and sanitation procedures according to industry standards. Complete final cleanup and return supplies after event within the designated time period. |
| Teamwork                        | Work as an effective, contributing <i>team</i> member and display leadership skills.  |

### Food Presentation

Each *team* will prepare three identical plates that have been attractively garnished. The *team* will present all plates for evaluation of appearance and taste at the end of the 60-minute period. There will be no extra time allowed to complete preparation or presentation. All work must stop at the 60-minute time limit. Evaluation will be based on industry standards.

|                               |  |
|-------------------------------|--|
| Product Appearance            | Prepare all three plates consistently, with creative product appearance and appropriate portion sizes                          |
| Product Taste and Temperature | Food products meet industry standards of appropriate taste for each recipe, and serve products at the appropriate temperature. |
| Garnish                       | Enhance presentation with garnish that reflects creativity and is appropriate to food products made.                           |

### Team Evaluation

Each *team* member will have 10 minutes to complete a Culinary Arts *Team* Evaluation Sheet. Participants will critique strengths and areas for improvement for final product, results, teamwork and individual contributions to *team* effort.

|                              |   |
|------------------------------|---|
| <i>Team</i> Evaluation Sheet | Thoroughly evaluate strengths and areas for improvement of final products, following the planning sheet, results, teamwork and individual contributions to <i>team</i> effort on provided Culinary Arts <i>Team</i> Evaluation Sheet. |
|------------------------------|---|

# STAR EVENTS POINT SUMMARY FORM CULINARY ARTS

Name(s) of Participant(s) \_\_\_\_\_ Region \_\_\_\_\_

Category: ☐ Occupational Chapter \_\_\_\_\_

## Directions:

1. At the conclusion of presentation, clip this form in front of the completed rating sheets.

## Evaluators' Scores

Evaluator 1 \_\_\_\_\_ Initials \_\_\_\_\_

Evaluator 2 \_\_\_\_\_ Initials \_\_\_\_\_

Evaluator 3 \_\_\_\_\_ Initials \_\_\_\_\_

**Total Score** \_\_\_\_\_ **divided by number of evaluators = Average Score** \_\_\_\_\_

| CRITERIA                   | STANDARDS AND PENALTY POINTS   | POINT DEDUCTION | RECORD & COMMENTS |
|----------------------------|--|-----------------|-------------------|
| <b>REGISTRATION</b>        |  |                 |                   |
|                            | Failure to attend participant registration will result in the loss of 5 points per individual. (Not applicable to state STAR Events.)        |                 |                   |
| <b>ADDITIONAL CRITERIA</b> |  |                 |                   |
|                            | Failure to follow specific event guidelines listed in any other criteria may result in additional point deductions, not to exceed 10 points. |                 |                   |
|                            | Total Deduction<br>Maximum of 10 points  |                 |                   |

Final Score: \_\_\_\_\_

Average Score minus point deduction(s)

Rating achieved (circle one) Gold: 90-100 Silver: 70 – 89.99 Bronze: 1-69.99

Verification of final score and rating (please initial) Evaluator 1 \_\_\_\_\_ Evaluator 2 \_\_\_\_\_ Evaluator 3 \_\_\_\_\_

Adult Room Consultant \_\_\_\_\_ Event Lead Consultant \_\_\_\_\_

## CULINARY ARTS RATING SHEET

Name(s) of Participant(s) \_\_\_\_\_ Region \_\_\_\_\_

Category: ☐ Occupational

Chapter \_\_\_\_\_

**INSTRUCTIONS:** Fill in the correct score bubble. Write the appropriate rating in the “Score” column. Write comments on the back of the rating sheet. Comments should help participants identify their strengths and areas for improvement. Record total points. Verify point total, and initial.

| Evaluation Criteria             | Poor    | Fair  | Good  | Very Good | Excellent | Score |
|---------------------------------|---------|-------|-------|-----------|-----------|-------|
| <b>APPEARANCE</b>               |         |       |       |           |           |       |
| Clothing and Appearance         | Ⓐ ①     | ②     | ③     | ④         | ⑤         |       |
| <b>PLANNING</b>                 |         |       |       |           |           |       |
| Effective Planning Sheet        | Ⓐ ①     | ②     | ③     | ④         | ⑤         |       |
| Follow Planning Sheet           | Ⓐ ①     | ②     | ③     | ④         | ⑤         |       |
| <b>FOOD PRODUCTION</b>          |         |       |       |           |           |       |
| Equipment, Tools and Techniques | Ⓐ ① ② ③ | ④ ⑤ ⑥ | ⑦ ⑧ ⑨ | ⑩ ⑪ ⑫     | ⑬ ⑭ ⑮     |       |
| Follow Directions               | Ⓐ ①     | ②     | ③     | ④         | ⑤         |       |
| Sanitation and Safety           | Ⓐ ① ② ③ | ④ ⑤ ⑥ | ⑦ ⑧ ⑨ | ⑩ ⑪ ⑫     | ⑬ ⑭ ⑮     |       |
| Teamwork                        | Ⓐ ① ②   | ③ ④   | ⑤ ⑥   | ⑦ ⑧       | ⑨ ⑩       |       |
| <b>FOOD PRESENTATION</b>        |         |       |       |           |           |       |
| Product Appearance              | Ⓐ ① ② ③ | ④ ⑤ ⑥ | ⑦ ⑧ ⑨ | ⑩ ⑪ ⑫     | ⑬ ⑭ ⑮     |       |
| Product Taste and Temperature   | Ⓐ ① ② ③ | ④ ⑤ ⑥ | ⑦ ⑧ ⑨ | ⑩ ⑪ ⑫     | ⑬ ⑭ ⑮     |       |
| Garnish                         | Ⓐ ①     | ②     | ③     | ④         | ⑤         |       |
| <b>TEAM EVALUATION</b>          |         |       |       |           |           |       |
| Team Evaluation Sheet           | Ⓐ ①     | ②     | ③     | ④         | ⑤         |       |

**Total Score** \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Room Consultant Verification of Total Score \_\_\_\_\_

## CULINARY ARTS PLANNING SHEET

Name of member

Region

Name of member \_\_\_\_\_

Name of member

[illegible]





# Culinary Arts Team Evaluation Sheet

Name of member \_\_\_\_\_ Region \_\_\_\_\_

Name of member \_\_\_\_\_

Name of member \_\_\_\_\_

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**PRODUCT APPEARANCE:**

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**RESULTS:**

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**TEAMWORK:**

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**INDIVIDUALS' CONTRIBUTIONS TO TEAM:**

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